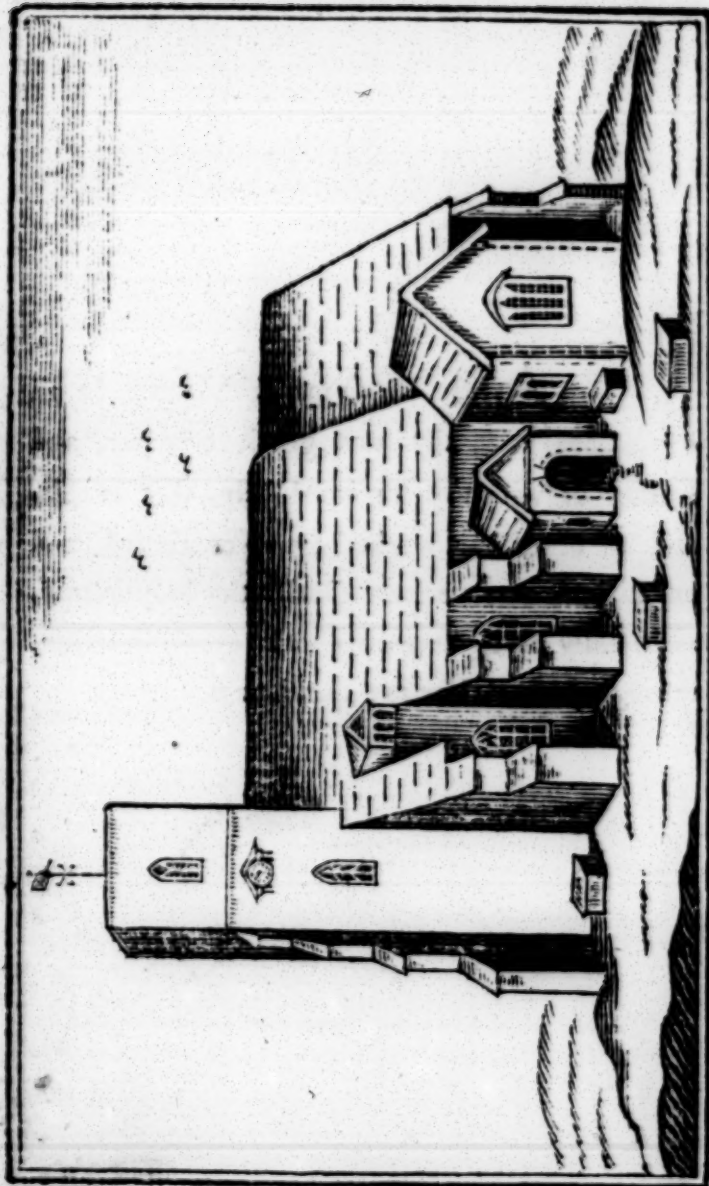


**A**SSIST us, O merciful LORD, in all  
our doings, with thy most gracious favour, and  
further us with thy continual help, that in this,  
and all other our works begun, continued, and  
ended in Thee, we may glorify thy holy Name,  
and finally by thy mercy obtain everlasting life,  
through JESUS CHRIST our LORD. *Amen.*



# CHERTSEY CHURCH.



Her ways are ways of pleasantness, and all her paths are peace.



B. 5. 11. 268 X

# The Chertsey Instructor :

O R,

## Y O U N G   S T U D E N T ' S

E A S Y   A N D   F A M I L I A R   I N T R O D U C T I O N

To the Study of Useful, Instructive, and Ornamental  
L I T E R A T U R E :

B E I N G

A S E L E C T I O N   O F   T H E   B E A U T I E S   O F   A L L

S P E L L I N G - B O O K S ,

Adapted to the Ease and Capacity of

Y O U N G E R   M I N D S .

---

B Y   A   L O V E R   O F   C H I L D R E N .

---

*" Children and Youth employ my Pen ;*

*" 'Tis Labour lost to talk to Men."*

C O T T O N .

---

**C h e r t s e y :**

**P R I N T E D   A N D   S O L D   B Y   E .   D U N D A S .**

---

M. DCC. XCII.

Her ways are ways of pleasantness, and all her paths are peace.

Children like tender oziers take the bow,  
And as they first are fashioned always grow ;  
For what we learn in Youth, to that alone  
In Age we are by second nature prone.

DRYDEN.



TO THE  
CLERGY, GENTLEMEN, and LADIES  
OF

*CHERTSEY, and its Neighbourhood,*

PROMOTERS AND FRIENDS OF THOSE EXCELLENT  
ESTABLISHMENTS

SUNDAY SCHOOLS,

And to all PARENTS and GUARDIANS,

THIS LITTLE VOLUME

IS HUMBLY DEDICATED,

BY

Their obedient humble Servant,

*A Lover of Children.*

Delightful task ! to rear the tender thought,  
To teach the YOUNG IDEA how to shoot,  
To pour the fresh instruction o'er the MIND,  
To breathe th'enlivening spirit, and to fix  
The generous purpose in the glowing breast !

THOMSON.

—— Should be taught as if we taught them not.

POPE.

## The Publisher's Advertisement.

---

*IT* is a usual, and perhaps a very excusable practice, for Artists to commend their respective professions. Every profession has its use; and Printing certainly not the least.

CAXTON, and most of the primitive Professors of this noble Art, began their first works with Cris-cross-Rows, Breviaries, and other small books, for the instruction and amusement of Youth and Children.—In hopes that the Printing-office I am endeavouring to establish at Chertsey, amongst my townsfolk and kindred, may be of use as well as amusement, I have also began my first essay in books with this publication.

The Manuscript was put into my hands by a Friend, on whose judgement and good intentions I have a perfect reliance. It was shewn to some Gentlemen of superior judgement; who gave it commendations. I, therefore, ventured to print it; but only such a number as is by no means sufficient to repay the prime cost, or even the labour. I am, however, in hopes it may be found worthy a Second Edition.

*To the Gentleman who favoured me with it, I am much indebted. I hope the mode of printing may meet his ideas; be suitable to the general plan and good intentions of the work itself; and, in some measure, entitle me to his further favours.*

*To the discerning Few, I have to beg their candour for imperfections. No pains or expence have been spared to render the book as correct, and as perfect as good materials and professional decorations could make it. In the successful case of a Second Edition, any friendly hints or corrections will be thankfully received.*

EDWARD DUNDAS.

CHERTSEY,  
April, 1792.



PREFACE DEDICATORY  
 T O  
 TEACHERS and PARENTS.

---

FROM the vast number of books extant for the education of Children, it may be thought there was little occasion for the present: But if an impartial view were taken of them, if Parents and Teachers would candidly confess how little the MINDS of Children are improved, and with how much labour that little is attained, there can be but small doubt that something elementary yet is wanting.

It is not meant to depreciate other Books of Instruction. They, most certainly, take them in the gross, are excellent, most excellent: Time, and the rising generation, have established the fact. But with this fact another also is established; that they are not altogether suited to that capacity of children between Childhood and Youth. The small print and crowded page have been often known to frighten, and sometimes subject the Child to CORRECTION, when, perhaps, PRAISE was deserved.

The following Selection was drawn up for private use, partly from a celebrated Treatise on Pronunciation,

ation, and partly from a hint in Dr. Watts's *Treatise on Education*; whose words are too applicable and excellent to be omitted: "Almost every thing (says this excellent Author) "is new to children, and novelty will entice them onwards to new acquisitions: Shew them the birds, the beasts, the fishes, the insects, trees, fruit, herbs, and all the several parts and properties of the vegetable and animal world. Teach them to observe the various occurrences of Nature and Providence, the sun, moon, and stars, the day and night, summer and winter, the clouds and the sky, the hail, snow, and ice, winds, fire, water, earth, air, fields, woods, mountains, rivers, &c. &c. Teach them that the great GOD made all these, and that His Providence governs them."

Excellent and instructive as these hints are, few elementary books have been formed on them; and still fewer on the plan of blending a rightful Pronunciation with instructive sentences and moral precepts. Our Spelling Books are crammed with a large list of words and multifarious lessons, far beyond the conception and tender ideas of children; "Whose minds (says the great Quintilian) are like vessels with narrow necks, which receive but little liquor when it is poured upon them in abundance; but are as insensibly filled, if it is poured in gently, and as it were drop by drop."

The

The propriety of the too common practice of putting the Sacred Writings early into the hands of Children, has been much questioned—they have been *compelled* to READ as a TASK, what they should be *induced, invited*, to STUDY as a REWARD.

The present Publication is aiming to obviate these difficulties, and also to scatter flowers in the paths of knowledge, and learning, and virtue ; and to smoothe the way to the delightful scenes of NATURE, and to true and useful KNOWLEDGE.

In the various Selections, particularly those from SACRED WRIT, regard has been had to the tender capacities of Children. It is hoped that no offence will be taken by that Profession, whose peculiar province it is to explain that invaluable Book. The compiler, though a layman, has so taught a little family, and a small circle of youthful friends, with admirable success : And in the Selection does not pretend to lay claim to any original pieces. All that is attempted is, a clew that may lead to USEFUL, to INSTRUCTIVE, to ORNAMENTAL LITERATURE, and to the sublimer and delightful study of the SACRED WRITINGS.

# CONTENTS.

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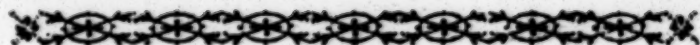
**PART I.** *Of the Alphabet.—Easy Lessons of words in common life; both in spelling and the first of all Learning, Pronunciation.*

**PART II.** *Short moral and instructive Sentences.—Directions for good and graceful Reading.—Easy and applicable Spelling Words.—Hints on Accent; and Spelling Lessons applicable thereto.*

**PART III.** *More enlarged Sentences and Moral Precepts.—On the Christian Religion.—Short Philosophical Observations.—Figures and Numerals.—Of the Seven Points or Stops; with Religious, Moral, and Philosophical Lessons, in examples under each of them.—Of Emphasis.—Of the different Characters in Printing.—Hints for Themes at private Meetings, &c.*

**PART IV.** *A small Selection from the Holy Scriptures and Moral Writers; with here and there a Versification, to win the Memory, and entertain the Minds of young Readers.*

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# PART THE FIRST.

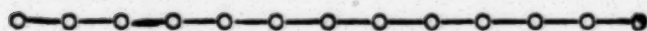
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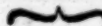
## *Of the Alphabet.*

**W**E begin with the LETTERS, as the elements of learning : not because we suppose our young Student ignorant either of their shape, their power, or their use ; but that they may be here at hand, to refer to upon any occasion.

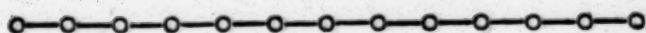
It is not agreeable to our plan to enter into a disquisition upon them—to harass the young mind with a grammatical division of them into Consonants and Vowels. Leaving these distinctions for more learned books, and further advanced scholars, we shall present our student with the ALPHABET in its simple state, in the three different characters now in use, and in a form adapted to the plan of this undertaking.

## 2 The Chertsey INSTRUCTOR.



Roman.		Italic.		Old English.	
					
A	a	<i>A</i>	<i>a</i>	Ȧ	Ȧ
B	b	<i>B</i>	<i>b</i>	ᵇ	ᵇ
C	c	<i>C</i>	<i>c</i>	ᶘ	ᶘ
D	d	<i>D</i>	<i>d</i>	ᵹ	ᵹ
E	e	<i>E</i>	<i>e</i>	ᵿ	ᵿ
F	f	<i>F</i>	<i>f</i>	ᶑ	ᶑ
G	g	<i>G</i>	<i>g</i>	ᵹ	ᵹ
H	h	<i>H</i>	<i>h</i>	ᵹ	ᵹ
I	i	<i>I</i>	<i>i</i>	Ȧ	Ȧ
J	j	<i>J</i>	<i>j</i>		Ȧ
K	k	<i>K</i>	<i>k</i>	ᵹ	ᵹ
L	l	<i>L</i>	<i>l</i>	ᵹ	ᵹ
M	m	<i>M</i>	<i>m</i>	ᵹ	ᵹ
N	n	<i>N</i>	<i>n</i>	ᵹ	ᵹ
O	o	<i>O</i>	<i>o</i>	ᵹ	ᵹ
P	p	<i>P</i>	<i>p</i>	ᵹ	ᵹ

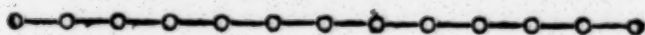




Roman.		Italic.		Old English.	
	q		q		q
R	r	R	r	R	r
S	f s	S	f s	S	f s
T	t	T	t	T	t
V	v	V	v	V	v
U	u	U	u		u
W	w	W	w	W	w
X	x	X	x	X	x
Y	y	Y	y	Y	y
Z	z	Z	z	Z	z
&		&		&	

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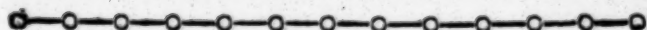
It is recommended not to keep the child too long in the Alphabet, but to try its power and capacity of pronunciation in the six following easy Lessons; by which it is most likely the young student will both more easily learn the letters and acquire a just pronunciation.



WE proceed next to words in common life, to such as every moment present themselves to the eye, the ear, and the imagination of the infant mind. The unmeaning combination of the letters at the beginning of most Spelling Books are enough alone to terrify a young scholar; not to say any thing of the want of idea, of the total impossibility in some tongues ever to list the letters separately, and much more when combined without a meaning.

The following should be pronounced distinctly, each line in one breath, smartly, and without a drawling or a humming sound.

The child, or student, should be encouraged to repeat the lesson frequently to itself; and when the lesson can be clearly and distinctly repeated, then, as a REWARD, not as a TASK, a new lesson should be given.



LESSON I.

A cat.

A dog.

A rat.

A top.

A pig.

A hen.

A cock.

An ox.

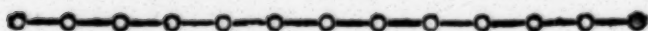
A fox.

An ant.

A cow.

A calf.

6 The Chertsey INSTRUCTOR.



LESSON II.

A pot.

A fot.

A fan.

A man.

A bar.

A car.

A pet.

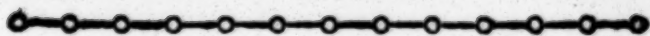
A net.

A rod.

A nod.

A boy.

A toy.



LESSON III.

A fly.

A spy.

A cap.

A map.

A gun.

A bun.

A nag.

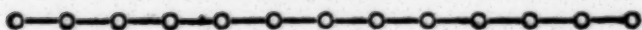
A bag.

A hut.

A nut.

A mat.

A hat.



LESSON IV.

A mile.

A tile.

A home.

A dome.

A cage.

A page.

A vale.

A gale.

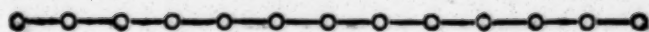
A lane.

A cane.

A wave.

A cave.





LESSON V.

A horse.

A mare.

A colt.

A crane.

A crow

A dove.

A kite.

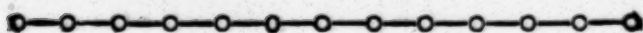
A hawk.

A rook.

A snipe.

An owl.

A lark.



LESSON VI.

A ball.

A bat.

A whip.

A trap.

A tau.

A hop.

A leap.

A jump.

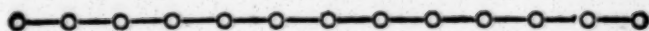
A kite.

A gig.

A doll.

A cup.

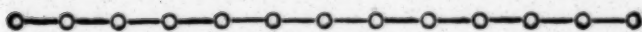
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THE foregoing six easy lessons being well pronounced, the young student may be gently led to the following ; which contain a more advanced combination of the letters.

We shall continue in our plan of using such words as are in common life, being, from experience, convinced of its utility.

By this method, Children will not only imperceptibly attain a correct pronunciation, but also as imperceptibly and easily acquire a right idea of spelling.



LESSON VII.

Ale.

Beer.

Rum.

Mead.

Wine.

Bread.

Cheese.

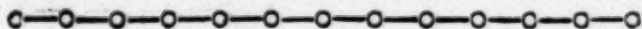
Crumbs.

Crust.

Cakes.

Pies.

Tarts.



LESSON VIII.

Beef.

Lamb.

Pork.

Veal.

Fish.

Flesh.

Beans.

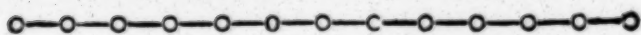
Peas.

Milk.

Cream.

Curds.

Whey.



LESSON IX.

A king.

A queen.

A house.

A mouse.

A voice.

A choice.

A hair.

A pair.

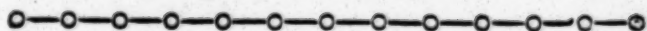
A cause.

A pause.

A cook.

A book.





LESSON X.

A cup.

A dish.

A knife.

A fork.

A spoon.

A plate.

A mug.

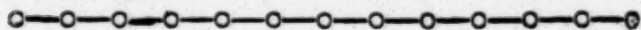
A clock.

A door.

A bar.

A bolt.

A latch.



LESSON XI.

A lock.

A key.

A bench.

A box.

A chest.

A trunk.

A grate.

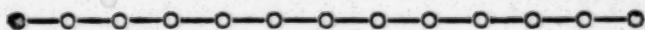
A jack.

A spit.

A broom.

A brush.

A chair.



LESSON XII.

A king.

A queen.

A prince.

A duke.

An earl.

A lord.

A peer.

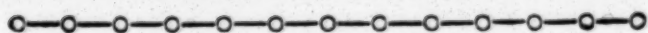
A knight.

A page.

A wife.

A child.

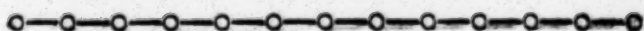
A son.



LESSON XIII.

Bab,	babe.
Bit,	bite.
Can,	cane.
Cap,	cape.
Hat,	hate.
Fat,	fate.
Sir,	fire.
Fir,	fire.
Mop,	mope.
Hop,	hope.
Man,	mane.
Tub,	tube.

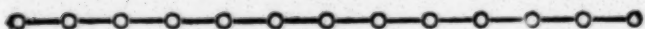
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*Double Syllables.*

THE young learner having so often perused, said, and studied the preceding lessons, that an acquirement will be made, not only of an easy, correct, and pleasant pronunciation ; but also that important branch of all learning, the MEMORY, will have had an easy, pleasant, and entertaining exercise :—The young student may therefore now be introduced to the

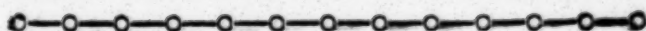
*Division of Syllables.*

The best method of which is, according to the celebrated Dr. LOWTH, “ to divide them as they “ are naturally divided in a right pronunciation” —and to present the infant tongue at all times, with such easy words, as do not perplex their lisping attempts, or unpractised pronunciation.



The learner should be frequently practised in joining and pronouncing the syllables with a quick and smart accent; always carefully avoiding a heavy, dull, and drawling pronunciation.

The generality of Spelling Books proscribe rules for the division of syllables—rules which are ambiguous, and about which the learned differ very much. They serve to swell out and cram the book, for very little purpose to the infant learner—to whom the first of all learning is, a rightful pronunciation.



LESSON XIV.

Car - rot.

Par - rot.

Let - ter.

Lin - net.

Vir - gin.

Din - ner.

Sup - per.

Sil - ver.

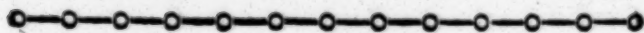
Win - ter.

Sum - mer.

Sis - ter.

Gar - den,





LESSON XV.

An - gel.

Ba - ker.

Cab - bage.

Din - ner.

Em - bers.

Farm - er.

Gal - lon.

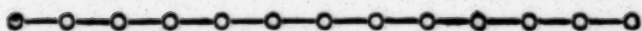
Hap - py.

I - vy.

Jol - ly.

Kin - dred.

Mat - ter.



## LESSON XVI.

Mo - ment.

Li - on.

Tu - lip.

Pa - per.

Mu - sic.

Ro - ver.

Ta - ble.

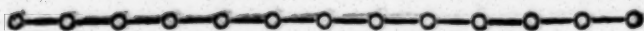
La - dy.

Po - et.

Ri - ot.

O - men.

Lin - en.



LESSON XVII.

Blun - der.

Ho - ly.

But - ter.

Sauce - pan.

Hatch - et.

Shov - el.

Fen - der.

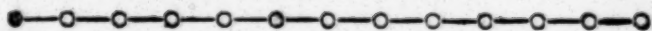
Cam - el.

Fur - row.

Bar - ley.

Man - na.

Du - ty.



LESSON XVIII.

Shep - herd.

Tur - nip.

Com - mon.

Tri - fle.

Scif - fors.

Neigh - bour.

Schol - ar.

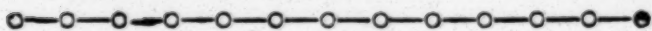
Daugh - ter.

Gar - ment.

Har - lot.

King - ly.

Pic - kle.



LESSON XIX.

Child - hood.

Chap - ter.

Chim - ney.

De - mon.

Pie - bald.

Wind - lafs.

Pat - tern.

Mi - nor.

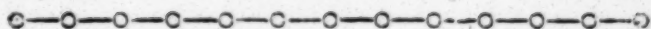
Fee - ble.

Voy - age.

Up - start.

Own - er.

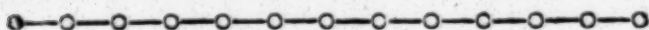
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THE young student shall now be introduced to compound words and others, having the accent variously placed.

ACCENT is the stress or stronger sound of the voice on one syllable more than the other ; as *bég-gar*, where the accent is on the first syllable ; and *ca-róuse*, where it is on the latter syllable.

The young student shall not, however, be detained long on this head ; as it is a part of speech or pronunciation more easily attained by the lessons which will soon follow, than by an elaborate disquisition, or a tiresome sameness to the scholar.



LESSON XX.

*With the ACCENT on the first Syllable.*

Sun - shine.

Play - house.

Wind - mill.

Dog - star.

Snow - ball.

Mole - hill.

Wood - cock.

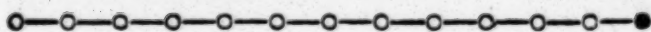
School - boy.

Hedge - hog.

Birth - day.

Moon - light.





## LESSON XXI.

*With the ACCENT on the latter Syllable.*

Re - ceipt.

Ac - count.

De - gree.

Pell - mell.

Pear - main.

Bri - gade.

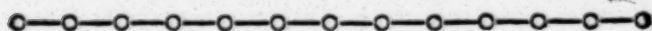
De - gree.

Neg - lect.

Con - ceit.

Re - mark.

Ap - plaufe.



LESSON XXII.

*Words with the ACCENT promiscuously.*

Ab - bey.

At - tain.

Ab - hor.

Cot - tage.

Com - bine.

De - ny.

Di - vert.

In - crease.

Orch - ard.

Prof - ect.

Pro - fess.

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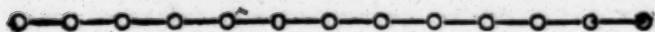


## PART THE SECOND,

**B**EING easy and short sentences, to be pronounced clearly and distinctly, with a sharp and quick voice; but not to run on from one sentence to the other, or in any manner connect the sound. At the end of each, let there be a full stop, let the breath be fetched, and let a pause of perfect silence intervene between each sentence.

The great fault in most of our Spelling Books is, that the sentences are too long and incomprehensive for the capacity and tender organs of the infant scholar. These lessons should be very frequently repeated, even till the memory has attained them.

In this part we will also introduce our young student to some examples of Spelling; not that this is intended as a Spelling Book, it being thought that by these easy and familiar reading lessons the young student will better acquire a knowledge of words, with their pronunciation and application, and that their spelling will follow almost insensibly. A few notable and applicable words therefore, in the different classes of syllables, are in this book brought to view, by way of example and introduction only.



LESSON XXIII.

A new book.

A red cow.

A bay horse.

A white cat.

A brown bear.

A black dog.

An old hen.

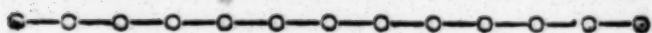
A young chick.

A fine day.

A tall tree.

A green leaf.

A white rose.



LESSON XXIV.

A good boy.

A good girl.

A long stick.

A ripe grape.

A sweet pear.

A bad pen.

An old song.

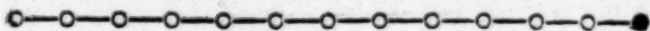
A young lord.

A wise prince.

A full purse,

A dear friend.

A gilt coach.



LESSON XXV.

A fine garden.

A large orchard.

A little town.

A country church.

An old castle.

A lonely abbey.

A stately tower.

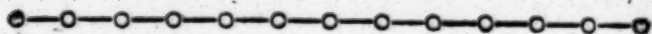
A rusty plough.

A splendid palace.

A rural feat.

A royal park.

A hanging wood.



LESSON XXVI.

A charming prospect.

A high mountain.

A woody country.

An aged oak.

A nodding beach.

A weeping willow.

A shady grove.

A rugged rock.

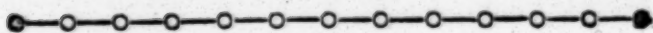
A crystal lake.

A fertile vale.

A rapid river.

A winding stream.





LESSON XXVII.

A sun-shine day.

A fruitful harvest.

An early spring.

A hot summer.

A sharp winter.

A moon-light night.

A frosty morning.

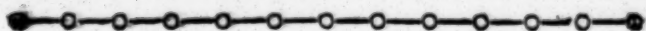
A flying cloud.

A whistling wind.

A gloomy sky.

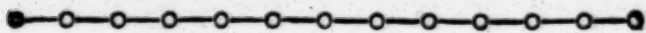
A heavy shower.

A dreadful storm.



LESSON XXVIII.

- A high wind.
- A strong gale.
- A quick passage.
- A safe port.
- A good anchorage.
- A gentle breeze.
- A rolling tide.
- A steady current.
- A rapid stream.
- A full ship.
- A heavy cargo.
- A prosperous voyage.



LESSON XXIX.

The earth is round.

The sea is deep.

The air is light.

The fire is hot.

The snow is cold.

The ice is clear.

The moon is bright.

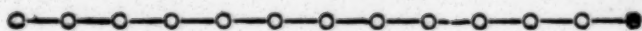
The night is dark.

The swan is white.

The crow is black.

The rose is red.

The grass is green.



LESSON XXX.

A RURAL CONCERT.

The ass brays.

The lamb bleats.

The hog grunts.

The pig squeaks.

The cow lows.

The horse neighs.

The cock crows.

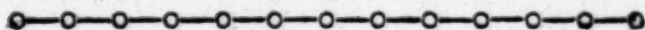
The bird sings.

The hen clucks.

The cat mews.

The dog barks.

The bell rings.



LESSON XXXI.

EVERY THING IN ACTION.

The horse trots.

The crow flies.

The worm creeps.

The fish swims.

The wind blows.

The ship sails.

The fire burns.

The chimney smokes.

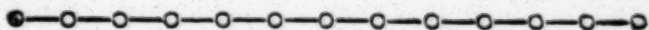
The rain falls.

The water flows.

The sun shines.

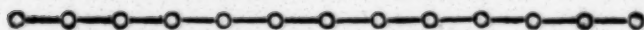
The grass grows.

---



WE will now introduce our young student to some moral and instructive sentences; which are to be pronounced, as before, clearly, distinctly, and fully; such as may be easily and profitably committed to the memory; and as easily brought into every day's practice.

We shall also add a few general directions for Reading; following the hints of an able and intelligent Author, who advises "the voice to be  
" firmly and steadily supported through the  
" whole sentence, and to pronounce the last  
" words with sprightliness and vivacity:"—For the lamentable tone, and humming sound, and whining cadence, are distinguishing characteristics of an indiscreet and neglected education.



LESSON XXXII.

Rise early.

Say your prayers.

Make yourself clean.

Honour your parents.

Love your friends.

Learn to do well.

Speak the truth.

Cheat no body.

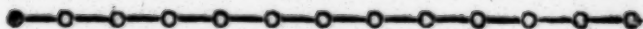
Never be rude.

Never be idle.

Mind your book.

Strive to excel.





LESSON XXXIII.

Love every body.

Despise no one.

Be always chearful.

Tell no idle tales.

Call no ill names.

Abhor a falshood.

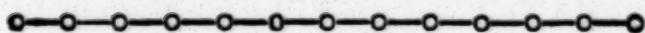
Keep yourself clean.

Do not be proud.

Be familiar with few.

Work hard, and play hard.

Study hard, and do all things with  
chearful diligence.



LESSON XXXIV.

DIRECTIONS FOR READING.

Begin slowly.

Speak openly.

Speak clearly.

Speak fully.

Pronounce every syllable.

Do not mutter.

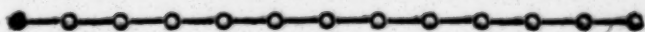
Go on smoothly.

Mind every stop.

Pause gently.

Let your tone be natural.

Relieve your voice at the points.



LESSON XXXV.

Do not read in a hurry.

Do not read too fast.

Do not speak violently.

Do not assume a rough tone.

Do not strain your voice.

Do not read yourself out of breath.

Support your voice firmly.

Do not confine your breath.

Do not stop abruptly.

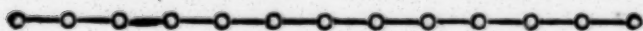
Avoid a mournful tone.

Avoid a whining cadence.

Avoid affectation.

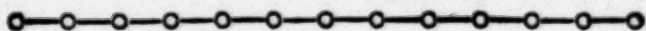
End with vivacity.

---



NOW we will introduce the young student to some examples of Spelling in words of three, four, five, six, seven, and eight syllables, variously accented; with a view to modulate the voice for lessons that will hereafter follow, as well as to introduce the young student to the nature and harmony of syllables.

ACCENT is the elevation of the voice laid upon a particular syllable: but of this more anon when we come to treat of EMPHASIS; by which time, it is presumed, the young reader's mind and idea will be sufficiently opened to mark and comprehend the difference.



LESSON XXXVI.

*Words of Three Syllables, accented on the First Syllable.*

Al - ma - nac.

An - i - mal.

Am - pli - tude.

But - ter - fly.

Ba - ro - net.

Com - pli - ment.

Cha - rac - ter.

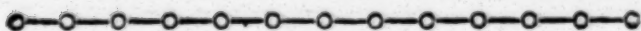
El - e - gance.

Faith - ful - ness.

Gra - ti - tude.

Mad - ri - gal.

Tol - e - rate.



LESSON XXXVIII.

*More Words of Three Syllables accented on the First Syllable.*

Night - in - gale.

Or - na - ment.

In - no - cence.

Har - mo - ny.

Hap - pi - ness.

Pa - ra - dise.

Pi - e - ty.

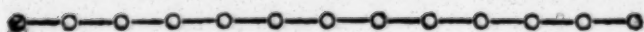
Riv - u - let.

So - li - tude.

Straw - ber - ry.

Syc - o - phant.

Wil - der - ness.



LESSON XXXVIII.

*Words of Three Syllables, with the Accent on the  
Second Syllable.*

A - bet - tor.

Al - low - ance.

Com - mit - tee.

Ac - quaint - ance.

Pre - cep - tor.

De - co - rum.

Ob - serv - ance.

Spec - ta - tor.

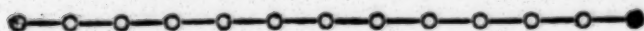
A - part - ment.

Pe - ru - fal.

Re - fist - ance.

Sup - po - fal.





LESSON XXXIX.

*Words of Three Syllables, with the Accent on the last Syllable.*

Ap - pre - hend.

Af - ter - noon.

Cir - cum - vent.

Dif - al - low.

Ev - er - more.

In - tro - duce.

Mis - ap - ply.

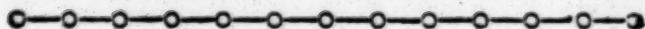
O - ver - look.

Per - se - vere.

Re - com - mend.

Vi - o - lin.

Yes - ter - night.



LESSON XL.

*Words of Four Syllables, with the Accent on the First Syllable.*

A - mi - a - ble.

Be - ne - fit - ing.

Con - ti - nen - cy.

Du - ti - ful - ly.

El - o - quent - ly.

For - tu - nate - ly.

Hab - er - dash - er.

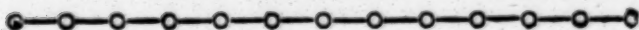
In - no - cen - cy.

Mat - ri - mo - ny.

Or - di - nan - ces.

Pat - ri - mo - ny.

Rea - son - a - ble.



LESSON XLI.

*Words of Four Syllables, with the Accent on the  
Second Syllable.*

An - gel - i - cal.

Be - nev - o - lence.

Ca - pa - ci - ty.

Dex - ter - i - ty.

Ex - tra - va - gance.

Fru - gal - i - ty.

Gra - tu - i - ty.

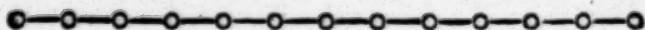
Hu - man - i - ty.

In - teg - ri - ty.

No - bil - i - ty.

Par - tic - u - lar.

Vi - va - ci - ty.



LESSON XLII.

*Words of Four Syllables, with the Accent on the Third Syllable.*

Ag - ri - cul - ture.

Be - ne - fac - tor.

Com - men - ta - tor.

Dif - ad - van - tage.

En - ter - tain - ment.

Fab - ri - ca - tor.

How - so - ev - er.

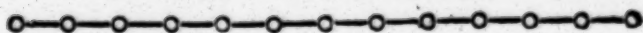
In - con - sist - ent.

Me - di - a - tor.

Nu - me - ra - tor.

Or - na - ment - al.

U - ni - ver - sal.



LESSON XLIII.

*Words of Four Syllables, with the Accent on the last Syllable.*

An - i - mad - vert.

El - e - cam - pane.

Leg - er - de - main.

Mis - ap - pre - hend.

Ne - ver - the - less.

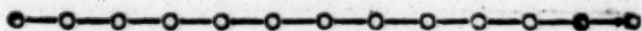
Ro - do - mon - tade.

Su - per - a - bound.

Su - per - in - duce.

Su - per - in - tend.

Ul - tra - ma - rine,



LESSON XLIV.

*Words of Five Syllables.*

I. *With the Accent on the First Syllable.*

Am - bu - la - to - ry.

Pro - fit - a - ble - nefs.

II. *With the Accent on the Second Syllable.*

Con - fed - e - ra - cy.

In - ex - o - ra - ble.

III. *With the Accent on the Third Syllable.*

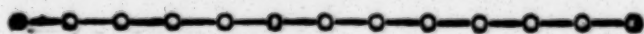
Mag - nan - im - i - ty.

Pu - fil - lan - i - mous.

IV. *With the Accent on the Fourth Syllable.*

De - nom - i - na - tor.

Ec - cle - si - af - tic.



LESSON XLV.

*Words of Six Syllables.*

I. *With the Accent on the Second Syllable.*

Con - cil - i - a - to - ry.

Con - grat - u - la - to - ry.

II. *With the Accent on the Third Syllable.*

In - ter - rog - a - to - ry.

Re - com - men - da - to - ry.

III. *With the Accent on the Fourth Syllable.*

An - te - di - lu - vi - an.

Pu - fil - lan - im - i - ty.

*Words of Seven and Eight Syllables.*

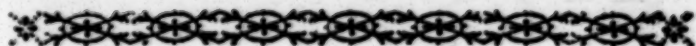
Ir - re - sist - i - bil - i - ty.

Per - pen - di - cu - lar - i - ty.

In - com - pre - hen - si - bil - i - ty.

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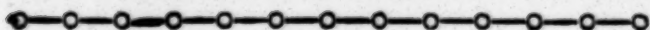




## PART THE THIRD.

CONSISTING OF

**S**HORT Sentences, Moral Precepts, and  
 other Lessons ; with a view as well to  
 practise the memory and facilitate the pro-  
 nunciation, as to “ open the mind, enliven  
 “ the imagination, and enlarge the ideas  
 “ of our young readers.”



LESSON XLVI.

OF THE DEITY.

God is love.

He is thy preserver.

He is thy father.

He is thy friend.

He is infinitely amiable.

We see his wisdom.

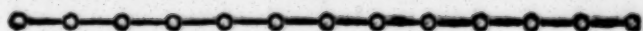
We hear his power.

We feel his mercy.

We taste his bounty.

We are his children.

Hallowed be his name.



LESSON XLVII.

OF THE DEITY *continued.*

GOD made all things.

He is the fountain of life.

He preserves every creature.

He encircles the universe in his arms.

He sees all our actions.

He knows our most private thoughts.

He is the father of mercies.

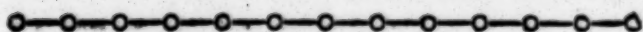
He is the helper of the friendless.

His laws are wise and good.

His word is truth.

His works are infinite.

He is present in every region of nature.



LESSON XLVIII.

MORAL PRECEPTS.

Pay your devotions to the Creator.

Apply yourself to your book.

Do not spend your time in trifling.

Obey your parents in all things.

Be guilty of no mean action.

Be always good-humoured.

Disdain to tell a falsity.

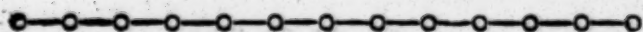
Speak evil of no one.

Be not too positive.

Be modest in your assertions.

Govern all your passions.

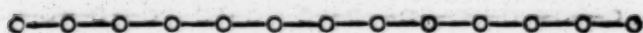
Never use your MAKER's name in vain.



LESSON XLIX.

ON THE CHRISTIAN RELIGION.

Our religion is a noble system.  
The Author was the Son of God.  
He proved his omnipotence by miracles.  
He shewed his omniscience by prophecies.  
His discourses were the dictates of wisdom.  
Goodness flowed from his lips.  
He taught the purest morality.  
He left us a perfect pattern.  
He gave us just notions of the Almighty.  
He shewed us the way of life.  
He brought immortality to light.  
He opened the kingdom of Heaven to all  
believers.



LESSON I.

Some PHILOSOPHICAL OBSERVATIONS.

The Sun is the most glorious light.

His morning appearance is at the east.

At noon he shines in the south.

At that time he faces the north.

His departure from us is at the west.

The Moon borrows her light from him.

The Sun is called *Sol*, or *Phæbus*.

The Moon is called *Lunæ*, or *Phæbe*.

Vapours form the clouds.

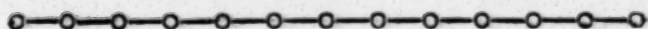
The clouds descend in rain.

Snow is frozen vapours.

Hail is frozen drops.

Dew is a kind of small rain.

Hoar frost is frozen dew.



LESSON LI.

(To be committed to the Memory.)

A guinea is twenty-one shillings

A pound is twenty shillings.

A crown is five shillings.

A quart is two pints.

A gallon is four quarts.

A peck is two gallons.

A bushel is four pecks.

A pound weight is sixteen ounces.

An hour is sixty minutes.

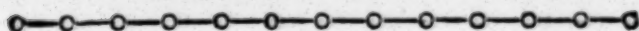
A natural day is twenty-four hours.

A week is seven days.

A month is four weeks.

A year is twelve months.

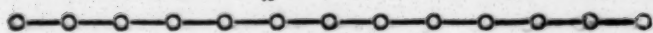




## LESSON LII.

FIGURES *and* NUMERALS.

1	—	One	—	I.
2	—	Two	—	II.
3	—	Three	—	III.
4	—	Four	—	IV.
5	—	Five	—	V.
6	—	Six	—	VI.
7	—	Seven	—	VII.
8	—	Eight	—	VIII.
9	—	Nine	—	IX.
10	—	Ten	—	X.
11	—	Eleven	—	XI.
12	—	Twelve	—	XII.
13	—	Thirteen	—	XIII.
14	—	Fourteen	—	XIV.
15	—	Fifteen	—	XV.
16	—	Sixteen	—	XVI.
17	—	Seventeen	—	XVII.
18	—	Eighteen	—	XVIII.
19	—	Nineteen	—	XIX.
20	—	Twenty	—	XX.
30	—	Thirty	—	XXX.
40	—	Forty	—	XL.
50	—	Fifty	—	L.
60	—	Sixty	—	LX.
70	—	Seventy	—	LXX.
80	—	Eighty	—	LXXX.
90	—	Ninety	—	XC.
00	—	One Hundred	—	C.



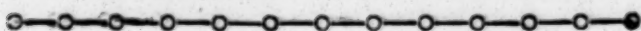
BEFORE we proceed any further with our young Reader, it is now proper, in order to prepare the mind for what is to follow in this and the concluding part, to give some particulars relative to the

### POINTS, *or* STOPS, *in* Reading.

They are of SEVEN sorts.

- |    |                  |     |
|----|------------------|-----|
| 1. | A Comma          | ,   |
| 2. | A Semicolon      | ;   |
| 3. | A Colon          | :   |
| 4. | A Period         | .   |
| 5. | An Interrogation | ?   |
| 6. | An Exclamation   | !   |
| 7. | A Parenthesis    | ( ) |

And are used to shew, principally, where we are to make a pause, and relieve the voice by taking breath.

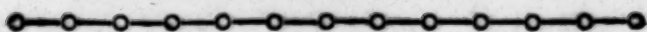
1. *Of the* COMMA.

MUCH, very much, depends on the right management of the voice, at this point. It is the least, that is, requires the smallest pause, of all the points; but even this very often depends upon circumstances.

Frequently the pause is but momentary, and the young Reader should be carefully instructed to do it with a gentle inflation, just to take breath; carefully avoiding not to break the sentence into separate and independent parts, by dropping the voice in the middle.

At this point, the voice should take a new spring, and as it were almost instantly resume its motion and elasticity.

Let the young Reader's skill be tried in applying these instructions, by pronouncing the following sentences without a drawling tone or falling voice, but with spirit and vivacity.



LESSON LIII.

*Being short, easy, and instructive Sentences divided by  
the COMMA.*

Be more ready to forgive, than to return  
an injury.

Do to others, as you would have others  
do to you.

No knowledge can be attained, but by  
study and application.

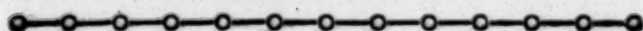
Religion does not require a gloomy, but  
a chearful aspect.

If you would be free from sin, avoid  
temptation.

There is an heroic innocence, as well as  
an heroic courage.

To be active in laudable pursuits, is a  
distinguishing characteristic of merit.

None can be a disciple of the graces,  
but in the school of virtue.



LESSON LIV.

*Sentences divided by two, three, or more COMMAS.*

As you value the approbation of your heavenly father, or the esteem of mankind, cultivate the love of virtue.

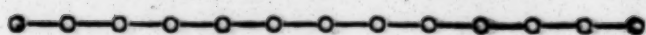
Riches, and honours, and pleasures, steal away the heart from that important duty of life, Religion.

And O, my young Reader, forget not, that the brightest part of thy life is but a flower, which withers and fades away, almost as soon as blown.

Order, and grace, and beauty, spring from the hand of God.

Perils, and misfortunes, and want, and pain, and injury, are, more or less, the certain lot of us all.

Prepare for thyself, by the simplicity of thy manners, by the love of virtue, and by the practice of religious duties, a place in the happy seats of peace.



## LESSON LV.

*More Sentences divided by COMMAS.*

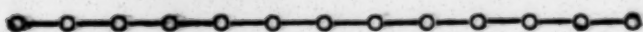
There is but one God, the author, the creator, the governor of the world, almighty, eternal, and incomprehensible.

There is one body, and one spirit, even as ye are called in one hope of your calling. One Lord, one faith, one baptism, one God and Father of all, who is above all, and through all, and in you all.

Every leaf, every twig, every drop of water, shews the wonderful works of God.

The earth is adorned with a beautiful and captivating variety of mountains, hills, vallies, plains, seas, lakes, rivers, trees, flowers, plants, and animals.





LESSON LVI.

The following pathetic and instructive Sentences are divided by several COMMAS, and are to be read slowly and distinctly, but with a full, clear, and spirited pronunciation.

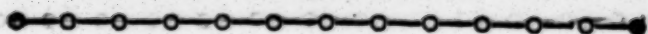
The silence of the night, the stillness of the sea, the trembling light of the moon, which played upon the surface of the waves, and the shaded azure of the skies, studded with glittering stars, served to highten the nobleness and majesty of the scene.

*Telem.*

I am persuaded, that neither death, nor life, nor angels, nor principalities, nor powers, nor things present, nor things to come, nor height, nor depth, nor any other creature, shall be able to separate us from the love of God.

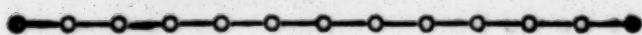
*Paul.*



2. *Of the SEMICOLON.*

THE Semicolon is the second Point or Stop in order, and requires in reading a pause as long again as the Comma ; or, as some authors have it, while you may count two. It serves, according to Dr. LOWTH, to divide the members of a sentence, when the pause of a comma is not sufficient, or when other commas intervene, and yet the sentence is not complete. It relieves the reader's voice and tone a little, but in such a manner as to give the HEARER an expectation of something immediately to follow ; and this is done by the READER'S voice and tone being kept steadily supported.

Let our young Reader's skill be tried in an attentive perusal of the following examples.



LESSON LVII.

*Examples of the use of the SEMICOLON.*

Have not pride ; for pride is offensive both to GOD and man.

Be attentive to instruction ; for your future happiness depends on this foundation.

Wash you ; make you clean ; cease to do evil ; learn to do well.

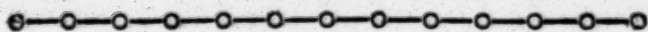
Be grateful to thy father, for he gave thee life ; and to thy mother, for she sustained thee.

Make good use of the time present ; for that to come you are not certain of.

Hope humbly then ; with trembling pinions soar ;

Wait the great teacher Death ; and  
GOD adore.

*Pope.*



LESSON LVIII.

*Further Examples of the use of the SEMICOLON.*

To err is human ; to forgive, divine.

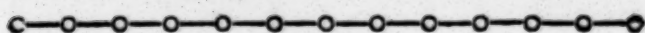
A good word is an easy obligation ; but not to speak ill, requires only our silence, which costs us nothing.

Be silent always when you doubt your sense ;

For want of modesty is want of sense.

Put a bridle on thy tongue ; set a guard before thy lips ; or the words of thine own mouth will destroy thy peace.

The first step towards being wise, is to know that thou art ignorant ; and if thou wouldst not be ill esteemed by others, cast off the folly of being wise in thine own conceit.



## LESSON LIX.

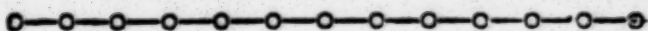
*More Examples of the use of the SEMICOLON.*

All things grow old ; all things pass away ; all things disappear.

Yet the world is renewed with fresh beauty and life ; with a constant succession of plants and trees ; with a new race of animals ; with a new generation of men.

As the eye of the morning to the lark, as the shade of the evening to the owl, as honey to the bee, or, as the carcase to the vulture ; even such is life unto the heart of man.

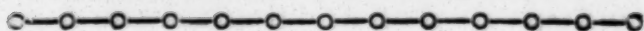
When wisdom entereth into thine heart, and knowledge is pleasant unto thy soul ; discretion shall preserve thee, and understanding shall keep thee.

3. *Of the COLON.*

THE use of this Point is, to distinguish those parts of a sentence which seem complete of themselves, yet have a connection with what follow.

And here the young Reader should be told, that in our Prayer Books it is applied in the *Te Deum* and *Psalms*, to separate the responses, where the service is chaunted.

In reading, the pause should be a little longer than at the Semicolon; yet the voice should suffer no fall or depression, but be kept supported, and ended in such a manner as to give the hearer an expectation that something yet is to follow in the argument or observation.



LESSON LX.

*Examples of Sentences divided by the COLON.*

Apply thyself to study and learning :  
The application will repay you fourfold.

This instant is thine : The next thou  
knowest not what may bring forth.

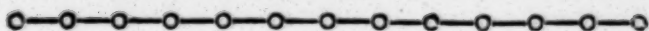
Whatsoever thou resolvest to do, do it  
quickly : Defer not till evening what the  
morning may accomplish.

Industry is the parent of knowledge, of  
health, and of wealth : But sloth bringeth  
shame, sickness, and poverty.

Perseverance surmounts many difficul-  
ties : Fear creates them.

Love the precepts of the Lord : They  
will support thee in all difficulties.





## LESSON LXI.

*Further Examples of Sentences divided by the COLON.*

Study the scriptures : They contain the dictates of divine wisdom.

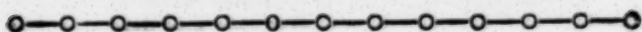
Fear the LORD : He created and preserveth thee.

The Lord giveth wisdom : Out of his mouth cometh knowledge and understanding.

Exercise thy memory : The used key is always bright.

Perils, and misfortunes, and want, and pain, and injury, are more or less the certain lot of every one that cometh into the world : Therefore, early fortify thy mind with courage and patience, that thou mayest, with a becoming resolution, support the vicissitudes of human life.





LESSON LXII.

*More moral Precepts, in which the Sentences are divided by the COLON.*

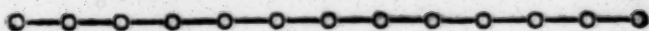
The simple inherit folly : But the prudent are crowned with knowledge.

Of much speaking cometh repentance :  
In silence there is safety.

Honour the KING : he is the father of his people.

From the experience of others, learn wisdom : from their failings, correct thine own faults.

Let neither interest nor ambition excite thee ; neither love nor hatred : But be prompted by thy duty, and by that alone.



#### 4. *Of the PERIOD, or FULL STOP.*

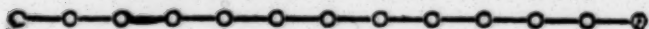
**W**HEN a sentence is so far perfectly finished, as not to be connected in construction with the following sentence, it is marked with this point.

In reading, it requires a full stop, an absolute rest of the voice, a perfect interval of silence.

The time of resting must be in proportion to the preceding points: This requires the longest pause. The young reader should so stop, and take breath with such ease and freedom, as that there should be no continuation of sound; and as that both reader and hearer may know the sentence is completely ended.

This is an important part of reading. Too many run on with a jarring sound, with a continued tone, and prepare the lips for the next word, before the sound has ceased.

To avoid this great impropriety, let a frequent trial be made in the following lesson.



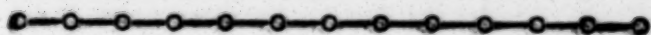
## LESSON LXIII.

*Examples of the use of the PERIOD.*

He who serves GOD has the best master in the world. Where GOD is there is nothing wanting. No man is greater in truth than in GOD's esteem. GOD is the supreme orderer of all things. He sees all our actions. He knows all our thoughts. Blessed are the poor in heart. Blessed are the meek. Blessed are the merciful.

---

The use of this Point may also be seen in the FOURTH COMMANDMENT, and in that excellent summary of all religion, the two answers in the Church Catechism, of our Duty to God, and Duty to our Neighbour. They are of themselves so excellent that we will take a future opportunity to present our young Reader with them.



# 5. *Of the* INTERROGATION.

THIS Point is used to denote, that a question is asked, and requires an elevation of the voice. The rest in the voice must be as at the PERIOD or FULL STOP, because an answer is expected, or implied.

## LESSON LXIV.

Who is there ?

What's the matter ?

Does it rain ?

Is it fair ?

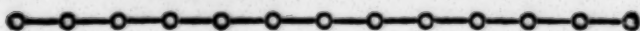
Where is Jack ?

Is he well ?

What books do you read ?

What are your amusements ?

82 The Chertsey INSTRUCTOR.



*Further Examples of the INTERROGATION.*

Let the following questions and answers be pronounced just as you would in common conversation.

LESSON LXV.

Where did she go ?

To Chertsey.

How does she do ?

Very well.

Who brought the news ?

Her Mama.

When shall you write ?

By To-morrow's post.

Had you a pleasant ride ?

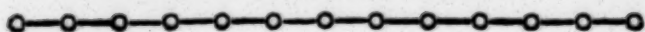
Yes, a very pleasant one.

Will you take a walk ?

In the evening we will walk.

Will it be moon-light ?

The moon is in her third quarter.

6. *Of the* EXCLAMATION.

**T**HIS Point is used to mark sudden Fear or Joy ; and, like the Interrogation, requires the voice to be elevated. The Reader should pause so long as to give room for a momentary reflection.

## LESSON LXVI.

What a sight !

O glorious Sun !

What a Day !

O gracious Heaven !

What nobleness !

What sweetness !

My dearest Mother !

My honoured Father !

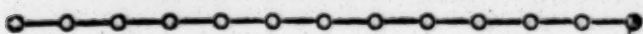
Loving Sister !

Dear Brother !

Ha ! What Harry !

O ! Charlotte !





## LESSON LXVII.

*Further Examples of the EXCLAMATION.*

The young Reader's voice should be evenly supported in the following sentences till the pronounciation of the last word, which should be with an elevated vivacity.

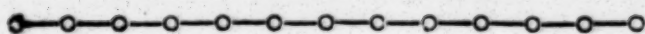
What a noble scene is the creation !  
 How charming is the face of nature !  
 What an astonishing scene of wonders !  
 How majestic is the Sun !  
 What fragrance in the flowers !  
 What melody in the woods !  
 How glorious are the works of God !  
 In wisdom has he made them all !

---

And the king was much moved, and went up to the chamber over the gate, and wept : and as he went, thus he said, O my son Absalom ! my son ! my son Absalom ! would God I had died for thee, O Absalom ! my son ! my son !

2 Sam. xviii. 33.



7. *Of the PARENTHESIS.*

THE PARENTHESIS, contrary to the other points, requires a moderate depression of the voice, and should be read with rather a quicker movement. After it is ended, resume the same elevation of voice. Let there be a momentary pause at the beginning and ending.

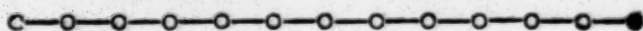
## LESSON LXVIII.

Love your studies (said he) for they will give you pleasure.

Go (said she) with me to my library.

Let us (said they) entertain our Mama with this new lesson.

Will you all (said she, with an air of perfect good nature) will you all take a walk in the Abbey Meads?



LESSON LXIX.

*More Examples of the PARENTHESIS.*

Praise the LORD (for he is thy Creator) with all thy soul.

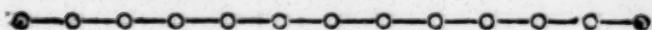
Come with me (saïd the young lady) and let us prepare for church.

The Preacher (saïd Henry to his Mama) took his text from the Proverbs of Solomon.

There are (saïd the lady) many excellent precepts in that book :

Yes, Mama, there are (saïd Charlotte) and by your leave I will read the third chapter.

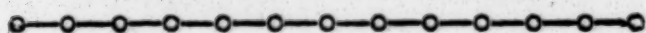
I have no greater joy (says St. John, Ep. iii. 4.) than to hear that my children walk in TRUTH.



BESIDES the seven preceding POINTS of STOPS in reading, there are several other marks used in books ; but which are not, however, in any degree, so essential for our young Reader's notice, as those we have been treating of : Habit and attention to these, will bring the use of the others timely enough into notice.

Much, however, very much indeed depend on the PAUSES and STOPS ; as well to the ease, and amusement, and instruction of the young Reader, as to the entertainment and pleasure of the hearer.

Next to a due attention in this very essential part of polite and good reading, comes



# E M P H A S I S:

WHICH is to words what ACCENT is to syllables, the due and rightful placing of the stress or elevation of the voice, on that particular word of a sentence which is meant to convey the idea: For Example,

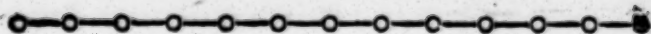
## LESSON LXX.

Will you ride to Chertsey To-day?---  
No; but my *brother* will.

Will you *ride* to Chertsey To-day?---  
Here, if the Emphasis is laid upon *ride*, the answer might be---No; shall *walk*.

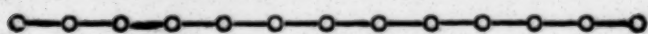
Will you ride to *Chertsey* To-day?---  
Here, with the Emphasis on *Chertsey*, the answer might be---No; but I will to *Oatlands*. Again,

Will you ride to Chertsey *To-day*?---  
No; but I will *To-morrow*.



OUR young Student has been led to the Accent on Syllables in pages 46 to 56. But here will be a proper place just to observe, that many words are exactly spelt alike, yet have quite a different signification by the Accent being placed differently.

We will not tire our young Reader with an enumeration of many of them; a few will suffice by way of example. The rest will follow by an attention to reading and conversation.



LESSON LXXI.

*Words spelt alike, but different in signification by the*  
ACCENT.

Ab'sent, - - to abſent.

An abſtract, - to abſtráct.

A cóllect, - - to colléct.

A cónduct, - to condúct.

A cóntest, - - to contést.

An éxtract, - to extráct.

An object - - to objéct.

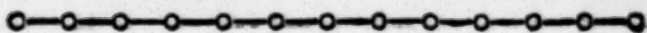
A préſent, - to preſent.

A próject, - to projéct.

A rébel, - - to rebél.

A ſubject, - to ſubjéct.





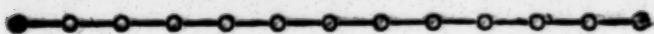
HAVING in the outset displayed the ALPHABET with the three characters of printing chiefly in use, we will just say a word or two to our young Student respecting them.

The ROMAN is that before you.

The ITALIC is the sloping character, somewhat in imitation of writing. Its use is, for texts of scripture, heads to chapters, and emphatical words, as is shewn in page 88.

Letters and addressees are frequently printed in this character; of which our young Reader shall have specimens.





LESSON LXXII.

Examples of the Italic Character in Printing.

*Chert - sey.*

*Eg - ham.*

*Wey - bridge.*

*Guild - ford.*

*Farn - ham.*

*Wal - ton.*

*King - ston.*

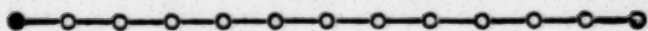
*Moul - sey.*

*Croy - don.*

*Gat - ton.*

*Cob - ham.*

*Rich - mond.*



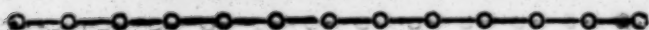
## LESSON LXXIII.

Further examples of the Italic Character.

*Miss Prudence presents her compliments to Mrs. Alworthy, and begs the favour of her to permit Miss Charlotte and Miss Harriot to spend next Sunday evening at her private lecture.*

*It will consist, that evening, of alternate reading such selections from the Sacred Writings, as are applicable to the theme of the evening, which will be Love towards one another.*

*Friday Morning.*



## LESSON LXXIV.

*Mrs. Alworthy returns compliments to Miss Prudence, and assures her she shall be exceedingly happy in permitting Charlotte and Harriot to spend not only next, but every Sunday evening in Miss Prudence's company: And only wishes to know when it may be agreeable for herself to be admitted one of the company.*

*Friday Evening.*

## LESSON LXXV.

Sir,

*I am permitted by Papa to beg the favour of your letting Masters Thomas and William spend next Thursday evening with a select company here. The entertainment will be Exercises in Reading and Discoursing. The theme appointed for this evening is, The Works of the Creation, Gen. i. and Psalm xix.*

*An answer is requested.*

*I am, Sir,*

*With much respect, -*

*Feb. 16, 1792.*

*Your humble servant,*

**H. HOPEFUL.**



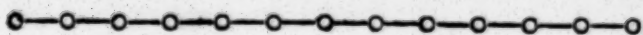
LESSON LXXVI.

*Dear Master Hopeful,*

*I was made quite happy by the receipt of your note: Thomas and William shall certainly come. All of you will certainly reap much and lasting benefit by these rational amusements: And I have hopes to see such a party at my house, where you shall always be a welcome guest.*

*Present my compliments to your Mama and Papa.*

*It would add much to your amusements and knowledge, were these meetings to be held twice a week at least; and the themes diversified: I shall therefore consult your Papa on this business; and am not without hopes*



*hopes that my house may be thought worthy of  
such agreeable company.*

*Virtue is its own reward; and early  
virtuous pursuits will bring you lasting  
pleasures. I wish you all the pleasure and  
happiness of so laudable a pursuit;*

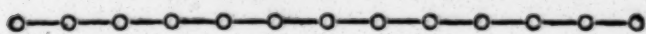
*And am*

*Your sincere Friend,*

*Feb. 17, 1792.*

*S. SERIOUS.*





LESSON LXXVII.

*The Monthly general Meeting of those young Ladies and Gentlemen who form the Evening Readings, will be held at Mrs. Freewill's To-morrow evening, six o'clock; where the company of any young person will be esteemed.*

*The subjects for the evening are,*

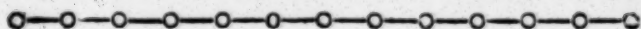
The Good Samaritan.

A Review of past Readings and Themes.

Free Conversation.

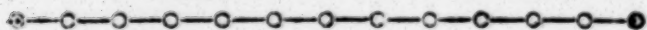
1 Ep. John, chap. iii.





**T**HE other character we displayed in the Alphabet, is the Black or old English character. It is now seldom used, except for Acts of Parliament, or for here and there a word by way of ornament.——It is the primitive print of this country; and like most other primitive things, becomes valuable for its antiquity. Of course the HOLY SCRIPTURES were formerly printed in it.

That this Book, which is meant to initiate young Persons in useful knowledge, and laudable pursuits, should not be without an ensample, we will present the youthful and curious Student with a few old and short maxims in this character.



LESSON LXXVIII.

OLD ENGLISH PROVERBS.

In every Work begin and end with God.

Half an Acre is good land.

Do well, and have well.

Prayer brings down the first blessing,  
and Praise the second.

Love me little, and love me long :

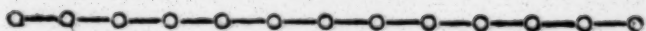
Think of ease, but work on.

The shortest answer is doing the thing.

Let us ride fair and softly, that we may  
get home the sooner.

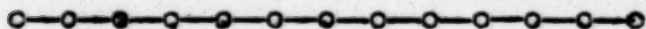
Make the best use of your Time.

A good Beginning makes a good Ending.



BY this time the young Reader, it is hoped, will have made such an advancement in the art of easy and pleasant reading ; in the knowledge of those great conducements to it, the Voice, the Tone, the Accent, and the Points or Stops ; and will have almost insensibly acquired such an expressive and lively pronunciation, that what we are now about to introduce will be looked into (it is earnestly hoped) with pleasure both to hearer and reader.

Nor shall we, perhaps, have occasion to introduce ourselves quite so often to the young Readers.—Having led them forward in this path with an anxious and tender hand, we will now leave them a little to their own choice ; rather wishing they would chuse from the following pages, such subjects as they can comprehend, or as suits their taste, or as will serve for the theme of an evening, or the conversation of a recreative walk. And O that each may be able to say to the other at their walk's end, ‘ Did not our hearts burn ‘ within us, as we talked of those things ?’



Search the Scriptures.



# PART THE FOURTH;

BEING

A Selection from the Holy Scriptures  
and Moral Writers.

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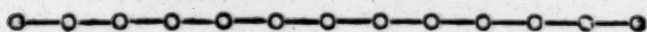
## LESSON LXXIX.

*David's Charge to his Son Solomon.*

I CHRON. xxviii. 9.

**A**ND thou, Solomon, my son, know thou the God of thy father, and serve him with a perfect heart and with a willing mind: for the Lord searcheth all hearts, and understandeth all the imaginations of the thoughts.

If thou seek him, he will be fond of thee: but if thou forsake him, he will cast thee off for ever.



## LESSON LXXX.

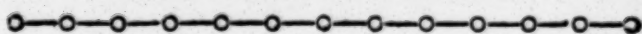
*Solomon's wise Choice.*

2 CHRON. i. 7—12.

**I**N that night did God appear unto Solomon, and said unto him, Ask what I shall give thee. And Solomon said unto God, Thou hast shewed great mercy unto David my father, and hast made me to reign in his stead. Now, O Lord God, let thy promise unto David my father be established: for thou hast made me king over a people, like the dust of the earth in multitude. Give me now wisdom and knowledge, that I may go out and come in before this people: for who can judge this thy people, that is so great?

And God said to Solomon, Because this was in thine heart, and thou hast not asked riches, wealth, or honour, nor the life of thine enemies, neither yet hast asked long life: but hast asked wisdom and knowledge





knowledge for thyself, that thou mayest judge my people, over whom I have made thee king; Wisdom and knowledge is granted unto thee; and I will give thee riches, and wealth, and honour, such as none of the kings have had, that have been before thee, neither shall there any after thee have the like.

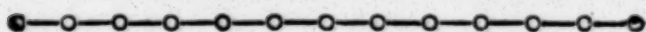
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PROVERBS iii. 9, 10.

Honor the Lord with thy substance,  
and with the first-fruits of all thine increase.

So shall thy barns be filled with plenty,  
and thy presses shall burst out with new wine.





LESSON LXXXI.

*The Lord is the Fountain of Wisdom.*

ECCLESIASTICUS i. 1—5.

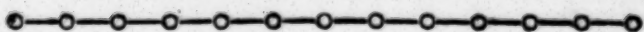
**A**LL wisdom cometh from the Lord, and is with him for ever. Who can number the sand of the sea, and the drops of rain, and the days of eternity? Who can find out the height of heaven, and the breadth of the earth, and the deep, and wisdom? Wisdom hath been created before all things, and the understanding of prudence from everlasting. The word of God most high is the fountain of wisdom; and her ways are everlasting commandments.



ECCLES. li. 25—30.

I opened my mouth, and said, Buy her for yourselves without money. Put your neck under the yoke, and let your soul receive instruction; she is hard at hand to find.

PART THE FOURTH. 107



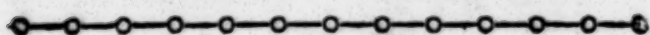
find. Behold with your eyes, how that I have had but little labour, and have gotten unto me much rest. Get learning with a great sum of money, and get much gold by her. Let your soul rejoice in his mercy, and be not ashamed of his praise. WORK YOUR WORK BETIMES, AND IN HIS TIME HE WILL GIVE YOU YOUR REWARD.

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PROVERBS, iii. 13, 14.

Happy is the man that findeth wisdom, and the man that getteth understanding.

For the merchandise of it is better than the merchandise of silver, and the gain thereof then fine gold.



LESSON LXXXII.

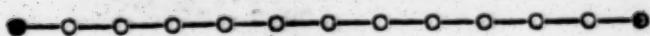
*David's Trust in Providence.*

PSALM xxiii.

**T**HE Lord is my shepherd; I shall not want. He maketh me to lie down in green pastures: he leadeth me beside the still waters. He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake. Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff, they comfort me.

Thou preparest a table before me in the presence of my enemies: thou anointest my head with oil; my cup runneth over.

Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the Lord for ever.



LESSON LXXXIII.

*The same, versified by Mr. ADDISON.*

I.

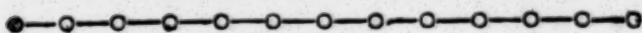
**T**HE Lord my pasture shall prepare,  
And feed me with a shepherd's care;  
His presence shall my wants supply,  
And guard me with a watchful eye;  
My noon-day walks he shall attend,  
And all my mid-night hours defend.

II.

When in the sultry glebe I faint,  
Or on the thirsty mountain pant;  
To fertile vales and dewy meads,  
My weary, wand'ring steps he leads;  
Where peaceful rivers, soft and slow,  
Amid the verdant landskip flow.

L

III. Though



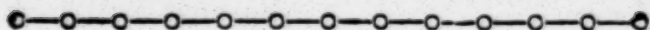
III.

Though in the paths of death I tread,  
 With gloomy horrors overspread ;  
 My stedfast heart shall fear no ill,  
 For thou, O Lord, art with me still ;  
 Thy friendly crook shall give me aid,  
 And guide me through the dreadful shade.

IV.

Though in a bare and rugged way,  
 Through devious lonely wilds I stray ;  
 Thy bounty shall my pains beguile,  
 The barren wilderness shall smile ;  
 With sudden greens and herbage crown'd,  
 And streams shall murmur all around.

PART THE FOURTH. 117



LESSON LXXXIV.

*The Glory of the Creation.*

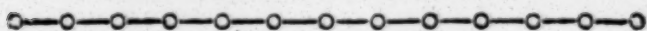
PSALM xix. 1—6.

THE heavens declare the glory of God; and the firmament sheweth his handy work. Day unto day uttereth speech, and night unto night sheweth knowledge.

There is no speech nor language, where their voice is not heard. Their line is gone out through all the earth, and their words to the end of the world.

In them hath he set a tabernacle for the sun, which is as a bridegroom coming out of his chamber, and rejoiceth as a strong man to run a race. His going forth is from the end of the heaven, and his circuit unto the ends of it: and there is nothing hid from the heat thereof.





LESSON LXXXV.

*Praise for Creation and Providence.*

From Dr. WATTS.

I.

**I** Sing th' Almighty pow'r of God,  
That made the mountains rise,  
That spread the flowing seas abroad,  
And built the lofty skies.

II.

I sing the wisdom that ordain'd  
The sun to rule the day;  
The moon shines full at his command,  
And all the stars obey.

III.

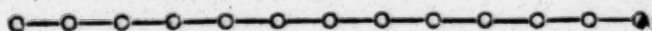
I sing the goodness of the Lord,  
That fill'd the earth with food;  
He form'd the creatures with his word,  
And then pronounc'd them good.

IV.

Lord, how thy wonders are display'd,  
Where'er I turn mine eye,  
If I survey the ground I tread,  
Or gaze upon the sky.

v. There's





V.

There's not a plant, or flower below,  
But makes thy glories known;  
And clouds arise, and tempests blow,  
By order from thy throne.

VI.

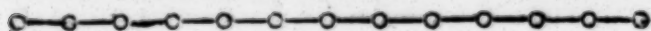
Creatures (as num'rous as they be)  
Are subject to thy care;  
There's not a place where we can flee,  
But God is present there.

VII.

In Heav'n he shines with beams of love,  
With wrath in Hell beneath!  
'Tis on his earth I stand or move,  
And 'tis his air I breathe.

VIII.

His hand is my perpetual guard,  
He keeps me with his eye:  
Why should I then forget the Lord,  
Who is for ever nigh?



LESSON LXXXVI.

*Pſalm LXXI. New Verſion, 14--17.*

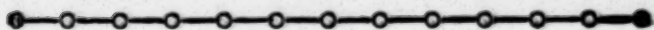
**B**UT as for me, my ſtedfaſt hope  
 Shall on thy pow'r depend,  
 And I in grateful ſongs of praiſe,  
 My time to come will ſpend.

Thy righteous acts and ſaving health  
 My mouth ſhall ſtill declare ;  
 Unable yet to count them all,  
 Tho' ſumm'd with utmoſt care.

While God vouchſafes me his ſupport,  
 I'll in his ſtrength go on ;  
 All other righteouſneſs diſclaim,  
 And mention his alone.

Thou, Lord, haſt taught me from my  
 youth

To praiſe thy glorious name ;  
 And ever ſince, thy wond'rous works  
 Have been my conſtant theme.



## LESSON LXXXVII.

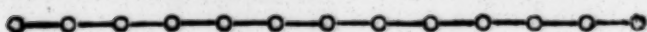
*Going to Church. Psalm cxxii.*

**I** Was glad when they said unto me, Let us go into the house of the Lord. Our feet shall stand within thy gates, O Jerusalem.

Jerusalem is built as a city that is compact together: Whither the tribes go up, the tribes of the Lord, unto the testimony of Israel, to give thanks unto the name of the Lord. For there are set thrones of judgement, the thrones of the house of David.

Pray for the peace of Jerusalem: they shall prosper that love thee. Peace be within thy walls, and prosperity within thy palaces. For my brethren and companions' sakes, I will now say, Peace be within thee.

Because of the house of the Lord our God, I will seek thy good.



LESSON LXXXVIII.

*The same, versified by Dr. WATTS.*

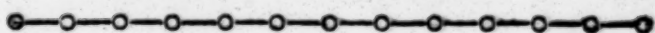
**H**OW did my heart rejoice to hear  
My friends devoutly say,  
“ In Zion \* let us all appear,  
“ And keep the solemn day !”

I love her gates, I love the road ;  
The church adorn'd with grace,  
Stands like a palace built for God,  
To shew his milder face.

Up to her courts with joys unknown  
The holy tribes repair ;  
The son of David holds his throne,  
And sits in judgement there.

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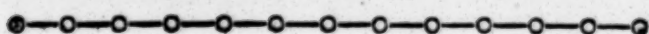
\* The young Reader should be told, that Zion  
means a place of worship.



He hears our praises and complaints ;  
 And while his awful voice  
 Divides the sinners from the saints,  
 We tremble and rejoice.

Peace be within this sacred place,  
 And joy a constant guest !  
 With holy gifts and heav'nly grace  
 Be her attendants blest !

My soul shall pray for Zion still,  
 While life or breath remains ;  
 There my best friends, my kindred dwell,  
 There God my Saviour reigns.



## LESSON LXXXIX.

*The Godliness of Wisdom.*

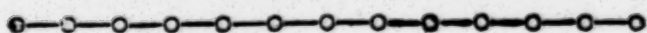
PROVERBS ii. 1—9.

**M**Y Son, if thou wilt receive my words, and hide my commandments with thee; So that thou incline thine ear unto wisdom, and apply thine heart to understanding: Yea, if thou criest after knowledge, and liftest up thy voice for understanding: If thou seekest her as silver, and searcheth for her, as for hid treasures: Then shalt thou understand the fear of the Lord; and find the knowledge of God.

For the Lord giveth wisdom: out of his mouth cometh knowledge and understanding. He layeth up sound wisdom for the righteous: he is as a buckler to them that walk uprightly. He keepeth the

the





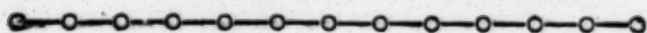
the paths of judgement, and preserveth the way of his saints. Then shalt thou understand righteousness, and judgement, and equity; yea, every good path.

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## PROVERBS iii. 1—6.

My Son, forget not my law; but let thine heart keep my commandments: for length of days, and long life, and peace shall they add to thee. Let not mercy and truth forsake thee: bind them about thy neck, write them upon the table of thine heart. So shalt thou find favour, and good understanding in the sight of God and man. Trust in the Lord with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths.





LESSON XC.

*Jonathan's Love for David.*

1 SAM. xviii. 1—4.

**A**N D it came to pass, when he had made an end of speaking unto Saul, that the soul of Jonathan was knit with the soul of David, and Jonathan loved him as his own soul.

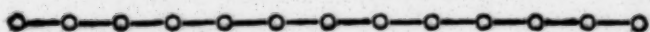
And Saul took him that day, and would let him go no more home to his father's house.

Then Jonathan and David made a covenant, because he loved him as his own soul. And Jonathan stript himself of the robe that was upon him, and gave it to David, and his garments, even to his sword, and to his bow, and to his girdle.

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1 SAM. xix. 1—7.

And Saul spake to Jonathan his son, and to all his servants, that they should kill David. But Jonathan, Saul's son, delighted much



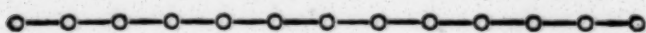
much in David: and Jonathan told David, saying, Saul my father seeketh to kill thee: now therefore, I pray thee, take heed to thyself until the morning, and abide in a secret place, and hide thyself: And I will go out and stand beside my father in the field where thou art, and I will commune with my father of thee; and what I see, that I will tell thee.

And Jonathan spake good of David unto Saul his father, and said unto him, Let not the king sin against his servant, against David; because he hath not sinned against thee, and because his works have been to thee-ward very good. For he did put his life in his hand, and slew the Philistine, and the Lord wrought a great salvation for all Israel: thou sawest it, and didst rejoice: wherefore then wilt thou sin against innocent blood, to slay David without a cause?

And Saul harkened unto the voice of

M

Jonathan:



Jonathan: and Saul fware, As the Lord liveth, he shall not be slain.

And Jonathan called David, and Jonathan shewed him all those things: and Jonathan brought David to Saul, and he was in his presence as in times past.

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PROVERBS, iii. 27.

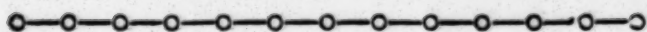
With-hold not good from them to whom it is due, when it is in the power of thine hand to do it.

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JOB, xvii. 9.

The Righteous also shall hold on his way, and he that hath clean hands shall be stronger and stronger.

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## LESSON XCI.

*King Hezekiah's Life lengthened by Prayer.*

2 KINGS, XX. 1—6.

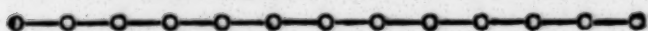
**I**N those days was Hezekiah sick unto death : and the prophet Isaiah the son of Amos came to him, and said unto him, Thus saith the Lord, Set thine house in order, for thou shalt die, and not live.

Then he turned his face to the wall, and prayed unto the Lord, saying, I beseech thee, O Lord, remember now how I have walked before thee in truth, and with a perfect heart, and have done that which is good in thy sight. And Hezekiah wept sore.

And it came to pass afore Isaiah was gone out into the middle court, that the word of the Lord came to him, saying, Turn again, and tell Hezekiah the captain of my people, Thus saith the Lord, the God of David thy father, I have heard thy prayer, I have seen thy tears : behold,

M 2 /

I will



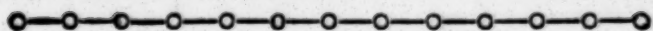
I will heal thee ; on the third day thou shalt go up unto the house of the Lord. And I will add unto thy days fifteen years, and I will deliver thee, and this city, out of the hand of the king of Assyria, and I will defend this city for mine own sake, and for my servant David's sake.

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*Agur's Prayer.*

PROVERBS, XXX. 7, 8, 9.

Two things have I required of thee ; deny me them not before I die. Remove far from me vanity and lies, give me neither poverty nor riches, feed me with food convenient for me : Lest I be full, and deny thee, and say, Who is the Lord ? or lest I be poor, and steal, and take the name of my God in vain.



## LESSON XCII.

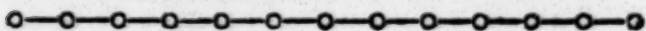
*Conclusion of Moses's Exhortation.*

DEUT. iv. 6—9.

SURELY this great nation is a wise and understanding people: For what nation is there so great, who hath God so nigh unto them, as the Lord our God is in all things that we call upon him for? And what nation is there so great, that hath statutes and judgements so righteous, as all this law which I set before you this day?

Only take heed to thyself, and keep thy soul diligently, lest thou forget the things which thine eyes have seen, and lest they depart from thy heart all the days of thy life: but teach them thy sons, and thy sons' sons.





LESSON XCIII.

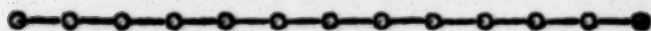
*Dreadful Consequence of despising God's  
Ministers.*

2 KINGS, ii. 23, 24.

**A**ND he went up from thence unto Bethel: and as he was going up by the way, there came forth little children out of the city, and mocked him, and said unto him, Go up, thou bald head; go up, thou bald head.

And he turned back, and looked on them, and cursed them in the name of the Lord: and there came forth two she-bears out of the wood, and tare forty and two children of them.





LESSON XCIV.

*The Sluggard.*

From Dr. WATTS.

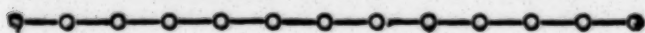
I.

**T**IS the voice of a Sluggard;  
 I hear'd him complain,  
 " You have wak'd me too soon,  
 I must slumber again."  
 As the door on its hinges,  
 so he on his bed,  
 Turn his sides, and his shoulders,  
 and his heavy head.

II.

" A little more sleep,  
 and a little more slumber;"  
 Thus he wastes half his days  
 and his hours without number;  
 And when he gets up,  
 he sits folding his hands,  
 Or walks about saunt'ring,  
 or trifling he stands.

III. I pass'd



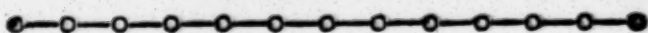
III.

I pass'd by his garden,  
     and saw the wild briar,  
 The thorn and the thistle,  
     grow broader and higher ;  
 The clothes that hang on him  
     are turning to rags ;  
 And his money still wastes,  
     till he starves, or he begs.

IV.

I made him a visit,  
     still hoping to find,  
 He had took better care  
     for improving his mind :  
 He told me his dreams,  
     talk'd of eating and drinking ;  
 But he scarce reads his Bible,  
     and never loves thinking,

v. Said



v.

Said I then to my heart,  
 " Here's a lesson for me ;"  
 That man's but a picture  
 of what I might be.  
 But thanks my to friends  
 for their care in my breeding,  
 Who taught me betimes  
 to love Working and Reading.

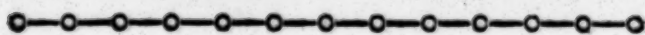
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LESSON xcv.

*The Fear of God.*

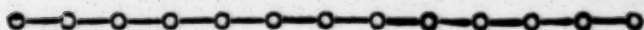
ECCLES. xii. 13, 14.

**L**ET us hear the conclusion of the whole matter ; Fear God, and keep his commandments : for this is the whole duty of man. For God shall bring every work into judgement, with every secret thing, whether it be good, or whether it be evil.



**A**LMIGHTY God, give us grace that we may cast away the works of darkness, and put upon us the armour of light, now in the time of this mortal life, in which thy Son Jesus Christ came to visit us in great humility; that in the last day, when he shall come again in his glorious Majesty, to judge both the quick and dead, we may rise to the life immortal, through him who liveth and reigneth with thee and the Holy Ghost, now and ever. *Amen.*

PART THE FOURTH. 131



CHIEFLY FROM THE  
NEW TESTAMENT.

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LESSON XCVI.

*St. Paul's Commendation to the Hebrews of  
Jesus Christ.*

HEBREWS, i. 1—5.

**G**OD, who at sundry times, and in divers manners, spake in time past unto the fathers by the prophets, hath in these last days spoken unto us by his Son, whom he hath appointed heir of all things, by whom also he made the worlds; who being the brightness of his glory, and the express image of his person, and upholding all things by the word of his power, when he had by himself purged our sins, sat down on the right hand of the

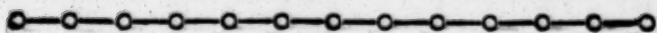
the Majesty on high; being made so much better than the angels, as he hath by inheritance obtained a more excellent name than they, for unto which of the angels said he at any time, Thou art my Son, this day have I begotten thee? and again, I will be to him a Father, and he shall be to me a Son?

---

I TIMOTHY iii. 16.

And without controversy great is the mystery of godliness; God was manifest in the flesh, justified in the spirit, seen of angels, preached unto the Gentiles, believed on in the world, received up into glory.





## LESSON XC VII.

*The Nativity of Christ.*

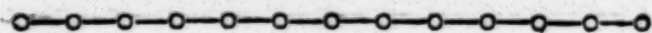
LUKE, .ii. 8—14.

**A**ND there were in the same country shepherds abiding in the field, keeping watch over their flock by night. And lo, the angel of the Lord came upon them, and the glory of the Lord shone round about them ; and they were sore afraid.

And the angel said unto them, Fear not ; for, behold, I bring you good tidings of great joy, which shall be to all people : For unto you is born this day in the city of David, a Saviour, which is Christ the Lord. And this shall be a sign unto you ; Ye shall find the Babe wrapped in swaddling clothes, lying in a manger.

And suddenly there was with the angel a multitude of the heavenly host praising God, and saying,

GLORY TO GOD IN THE HIGHEST,  
AND ON EARTH PEACE, GOOD-WILL TO-  
WARDS MEN.



## LESSON XCVIII.

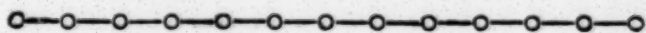
*Christ's early Wisdom and Obedience.*

LUKE, ii. 40—52.

**A**ND the child grew, and waxed strong in spirit, filled with wisdom; and the grace of God was upon him.

Now his parents went to Jerusalem every year at the feast of the passover. And when he was twelve years old, they went up to Jerusalem after the custom of the feast. And when they had fulfilled the days, as they returned, the child Jesus tarried behind in Jerusalem; and Joseph and his mother knew not of it. But they supposing him to have been in the company, went a day's journey; and they sought him among their kinsfolk and acquaintance. And when they found him not, they turned back again to Jerusalem, seeking him.

And it came to pass, that after three days they found him in the temple, sitting  
in

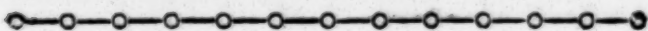


in the midst of the doctors, both hearing them, and asking them questions. And all that heard him were astonished at his understanding and answers.

And when they saw him, they were amazed: and his mother said unto him, Son, why hast thou thus dealt with us? behold thy father and I have sought thee sorrowing. And he said unto them, How is it that ye sought me? whist ye not that I must be about my father's business? And they understood not the saying which he spake unto them.

And he went down with them, and came to Nazareth, and was subject unto them.

And Jesus increased in wisdom and stature, and in favour with God and man.



LESSON XCIX.

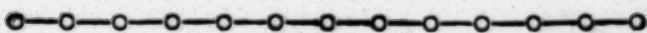
*Christ turneth Water into Wine.*

JOHN, ii. 1—11.

**A**ND the third day there was a marriage in Cana of Galilee; and the mother of Jesus was there. And both Jesus was called, and his disciples, to the marriage. And when they wanted wine, the mother of Jesus saith unto him, They have no wine. Jesus saith unto her, Woman, what have I to do with thee? mine hour is not yet come. His mother saith unto the servants, Whatsoever he saith unto you, do it.

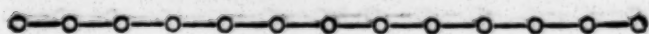
And there were set there six water-pots of stone, after the manner of the purifying of the Jews, containing two or three firkins a-piece. Jesus saith unto them, Fill the water-pots with water. And they filled them up to the brim. And he saith unto them, Draw out now, and bear unto the governor of the feast. And they bare it.

When



When the ruler of the feast had tasted the water that was made wine, and knew not whence it was (but the servants which drew the water knew) the governor of the the feast called the bridegroom, and saith unto him, Every man at the beginning doth set forth good wine ; and when men have well drunk, then that which is worse : but thou hast kept the good wine until now.

This beginning of miracles did Jesus in Cana of Galilee, and manifested forth his glory ; and his disciples believed on him.



LESSON C.

*Christ stilleth the Tempest at Sea.*

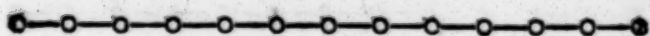
MATTHEW, viii. 23—27.

**A**ND when he was entered into a ship, his disciples followed him. And, behold, there arose a great tempest in the sea, insomuch that the ship was covered with the waves: but he was asleep.

And his disciples came to him, and awoke him, saying, Lord, save us: we perish. And he saith unto them, Why are ye fearful, O ye of little faith? Then he arose, and rebuked the winds and the sea; and there was a great calm.

But the men marvelled, saying, What manner of man is this, that even the winds and the sea obey him!





## LESSON CI.

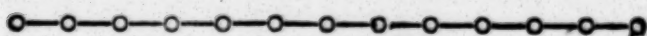
*The Transfiguration of Christ.*

MATTHEW, xvii. 1—5.

**A**ND after six days, Jesus taketh Peter, James, and John his brother, and bringeth them up into an high mountain apart. And was transfigured before them: and his face did shine as the sun, and his raiment was white as the light. And, behold, there appeared unto them Moses and Elias talking with him.

Then answered Peter, and said unto Jesus, Lord, it is good for us to be here: if thou wilt let us make here three tabernacles; one for Thee, and one for Moses, and one for Elias.

While he yet spake, behold, a bright cloud overshadowed them: and behold a voice out of the cloud, which said, THIS IS MY BELOVED SON, IN WHOM I AM WELL PLEASED: HEAR YE HIM.



LESSON CII.

*The Great Commandment.*

MATTHEW, xxii. 35—40.

**T**HEN one of them which was a lawyer, asked him a question, tempting him, and saying, Master, which is the great commandment in the law? Jesus said unto him, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbour as thyself. On these two commandments hang all the law and the prophets.

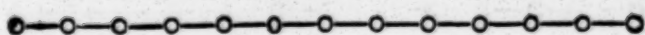
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And here we think a proper place to introduce what was promised our young Reader some few pages before hand.—Let it be read frequently, with cool and pointed deliberation.

What is thy duty towards God?

My duty towards God is to believe in him, to fear him, and to love him with all my heart, with all my mind, with all my

my



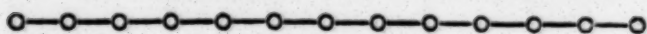
my soul, and with all my strength; to worship him, to give him thanks, to put my whole trust in him, to call upon him, to honour his holy Name and his Word, and to serve him truly all the days of my life.

What is thy duty towards thy Neighbour?

My duty towards my Neighbour is to love him as myself, and to do to all men as I would they should do unto me \*. To love, honour, and succour, my father and mother. To honour and obey the King, and all that are put in authority under him. To submit myself to all my governors, teachers, spiritual pastors and masters. To order myself lowly and reverently to all my betters. To hurt no body by word or deed. To be true and just in all my dealings. To bear no malice nor hatred in my heart. To keep my hands from picking and stealing, and

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\* This is usually called our Saviour's Golden Rule.



my tongue from evil speaking, lying and flandering. To keep my body in temperance, soberness, and chastity. Not to covet nor desire other men's goods ; but to learn and labour, truly to get mine own living, and to do my duty in that state of life, unto which it shall please God to call me.

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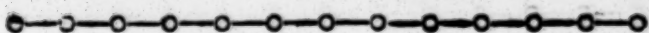
LESSON CIII.

*Christ teacheth Prayer.*

MATTHEW, vi. 6—15.

**W**HEN thou prayest, enter into thy closet, and, when thou hast shut thy door, pray to thy Father which is in secret ; and thy Father which seeth in secret, shall reward thee openly. But when ye pray, use not vain repetitions, as the heathen do, for they think that they shall be heard for their much speaking : Be ye not therefore like unto them : for your Father knoweth what things ye have need of before ye ask him :

After



After this manner therefore pray ye :

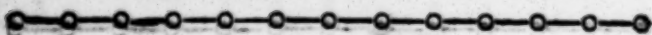
Our Father which art in heaven, Hallowed be thy name : Thy kingdom come : Thy will be done in earth as it is in heaven : Give us this day our daily bread : And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil : for thine is the kingdom, and the power, and the glory, for ever. *Amen.*

For if ye forgive men their trespasses, your heavenly Father will also forgive you : But if ye forgive not men their trespasses, neither will your Father forgive your trespasses.

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MATTHEW, vii. 28, 29.

AND it came to pass, when Jesus had ended these sayings, the people were astonished at his doctrine : for he taught them as one having authority, and not as the scribes.



**B**LESSED Lord, who hast caused all holy Scriptures to be written for our learning; grant that we may in such wise hear them, read, mark, learn, and inwardly digest them, that by patience and comfort of thy holy word, we may embrace, and ever hold fast the blessed hope of everlasting life, which thou hast given us in our Saviour Jesus Christ. *Amen.*

THE grace of our Lord Jesus Christ, and the love of God, and the fellowship of the Holy Ghost, be with us all evermore. *Amen.*

F I N I S.





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